



Week 5 Assignment: Update Personal Wiki

Overview

Every week during this course you will update your personal Wiki. For this course, you will use the personal Wiki that you created in EDLD 5306. You will update your Wiki once you've completed all of the readings, videos, and discussions associated with each week's lesson.

Rubric

Task(s)	Accomplished	Proficient	Needs Improvement	Unacceptable
Extends personal wiki to include knowledge learned about the Week 5 topics.	<ul style="list-style-type: none"> • Proofread carefully (no errors) before posting and followed the rules of netiquette: http://www.albion.com/netiquette/corerules.html. • Wiki update demonstrates excellence in effort, research, and creativity. • Wiki posting reflects an in-depth, substantive one – two paragraph update. • Student sent the wiki link to the academic coach for review. <p>(maximum 10 points)</p>	<ul style="list-style-type: none"> • One to two minimal errors. • Wiki update demonstrates effort, research, and creativity. • Wiki posting reflects a minimum of one in-depth paragraph. • Student sent the wiki link to the academic coach for review. <p>(maximum 8 points)</p>	<ul style="list-style-type: none"> • Numerous errors. • Little evidence of a wiki update. • Little effort, little research, and/or little creativity. • Wiki posting reflects less than a paragraph and content is not aligned with the week's topics. • Student sent the wiki link to the academic coach for review. <p>(maximum 6 points)</p>	<ul style="list-style-type: none"> • Incomplete. • Late with completion. • General failure to follow expectations.

Instructions

After completing this week's readings, videos, and discussion, update your personal Wiki to include knowledge learned in Week 5. Once you've updated your personal Wiki, share the information with your academic coach.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 5 of this course.

Your Wiki's URL	http://listentothenatives.wikispaces.com/EDLD+5364+Teaching+with+Technology
Time and Date of Your Update	4:35pm 12/19/09
A Copy of Your Wiki Posts	<p><i>[This post is preceded by a copy of my discussion post]</i></p> <p>As an administrator, assessment is particularly important to me, as we need to make data-driven decisions, and the student performance data is ultimately only as good as the testing process used to gather that information. Give a student a test that accommodates their learning style, allows them to demonstrate their knowledge of content, and lets them connect their effort to the outcome, and you will get very accurate data on how well students are learning. Give students a Scantron, bubble-in only test with no options or accommodations and you will get data reflecting their bubbling skills and reading/comprehension abilities as much as it reflects knowledge of the subject matter.</p> <p>For this reason, it is critical to build in ongoing assessment in a variety of formats ranging from self-assessment documents to portfolios of work, online surveys, observations of performance and brainstorming sessions. It is also critical that students receive regular and ongoing feedback from these varied forms of assessment all along the way so as to make connections between the effort they expend and their grade, and to know where they stand academically each step of the way allowing them to make intuitive mid-course corrections themselves without excessive intervention.</p> <p>As one of my classmates observed in the discussion this week, you can really see from the expression on your student's faces whether they are frustrated or perplexed by the assessment tool, as they often appear to be when writing essays or research papers, or when they are at ease and understand their performance and the expectations of an assignment such as when working on wikis or blogs. The nature of an essay or research paper separates performance from evaluation, and provides few opportunities to determine whether the effort is producing the desired outcome; all we have really done is replace a typewriter with presentation or word processing software.</p> <p>In order to address this issue in my District, we are transitioning to the use of wikis and blogs, and our English department is excited about using Google Docs, concentrating on building in regular feedback loops and progress points much as we have used in our Teaching with Technology class. It does take more involvement and follow-up from the teachers, but they are anxious to do whatever it takes to improve student performance by letting the students work in their native technologies. I do fear there will be some teachers who never fully grasp the need for this change, but we must do all we can to help our peers move forward, and in the end, make the difficult but sometimes necessary staffing decisions if they refuse to accept change and grow professionally. Student outcomes must drive everything we do, and we must be ready to make the hard decisions for the good of</p>

	<p>our students.</p> <p>A great site for learning more about non-traditional assessments and educational technology, particularly in the area of Foreign Languages but applicable to all subjects, is the site of teacher Audrey N. Hannaford's Assessment Portfolio detailing various types of assessment. Ms. Hannaford also has great information on her Interstate New Teacher Assessment and Support Consortium page.</p> <p>As a fitting closing for this section of my wiki, I will borrow a great quote from Ms. Hannaford's main page that really sums up the purpose of our Teaching with Technology class, as well as the reason most of us are in the teaching profession to begin with:</p> <p>"As for the future, your task is not to foresee it, but to enable it."</p> <p>- Antoine de St-Exupéry</p>
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